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PERCEPTIONS OF THE HIGH SCHOOL  
COUNSELLOR ROLE IN ALBERTA

by



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A THESIS

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The undersigned certify that they have read, and  
recommend to the faculty of Graduate Studies and Research  
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.....HIGH SCHOOL COUNSELLOR ROLE IN ALBERTA.....  
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## ABSTRACT

This study was designed to investigate differences in perceptions of the role of the high school counsellor between groups and among members of each group of secondary school counsellors, teachers, and principals in Alberta schools.

To obtain the necessary information, a fifty item questionnaire was mailed to school counsellors, teachers and principals from ninety-three secondary schools in Alberta. Eighteen schools located in the city of Edmonton, fifteen schools in the city of Calgary, eleven schools in smaller cities and forty-eight schools from other communities in Alberta made up the sample.

Total scores for each respondent in the study on the dimensions of Acceptance, Implementation and Importance were computed.

The t test was used to determine the significance of differences among group mean scores for counsellor, teacher and principal groups and between mean scores for urban and rural groups of counsellors, teachers and principals.

The results of the study revealed that counsellor, teacher and principal groups agreed on the role functions of the secondary school counsellor. Significant differences were found between the teacher group and counsellor group and between the teacher group and principal group on the implementation dimension. Significant differences were also found between the counsellor and teacher groups and between the counsellor and principal groups on the importance dimension. There were no significant relationships found between rural and urban



counsellor, teacher or principal groups on any of the three dimensions under investigation.



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## CHAPTER I

### THE PROBLEM

#### Introduction

Differences of opinion appear to exist between groups of persons interested in secondary schools as to the duties of the counsellor as a professional person. (Dunlop, 1965, p. 1024).

This study examines educators' conceptions of the role of the secondary school counsellor in Alberta. What a counsellor is supposed to do, both in his eyes and in the eyes of others, is a most important matter to the counsellor and to his employer.

Gilbert Wrenn writes in a book edited by Bentley (1968) "in a field as new as counselling there are both general vagueness and a set of sharp but unrealistic expectations regarding counsellor role (p. 7)."

Boy and Pine (1968) point out a real need for school counsellors to re-examine their role and function:

There is convincing evidence that the majority of school counsellors still conceptualize themselves as pupil prodders, loose-ends co-ordinators, assistant administrators, and wooden task performers. Such activity is still considered to be the core of the school counsellor's role and function, and there is widespread insensitivity to the larger holistic dimensions of what the counsellor is and what he should be doing...They invest themselves in acts which, viewed honestly, do not contribute significantly to the emergence of self-identity in students, and are performed largely because they have been inherited from yesterday's professionally unsophisticated school counsellor (p. 9).

In the present study attention is directed toward counsellors', teachers', and principals' views of the functions of Alberta secondary school counsellors. The need for clarification of counsellor function



seems essential for both the preparation and professional development of personnel who aspire to and presently work as school counsellors in Alberta secondary schools.

### Theoretical Orientation

Role theory and its accompanying conceptions establish the theoretical framework for this study. Bentley (1968) attests to the usefulness of role theory in counselling:

Role theory in counseling can provide a useful dimension for analyzing what counselors are doing (role performance), what others think counselors ought to be doing (role expectation), what counselors think they should be doing (role conception, role acceptance) and the nature of conflict arising out of conflicting roles (role conflict) (p. 84).

Some confusion exists in the counselling literature concerning the concepts and terms used to clarify the idea of role. Ivey and Robbin (1966) have observed:

Perhaps the most significant reason that role theory does not appear more prominently in counseling literature is the inability of theorists to agree on a common terminology or definitional system. The concept of role and its accompanying formulations such as position, norm, and expectation are frequently used in different ways. Many writers in counseling seem to have resolved this problem by referring to the word "role", implicitly trusting that readers will be in consensus with them as to definition of the term (p. 29).

Ivey and Robbin (1966) in developing an understanding of the concept of role refer to the writings of Gross, Mason, and McEachern (1958) who associate this concept with three basic elements. Two of the three, norm and position, are contained within the concept of role. The third element is role behavior which they define as what an individual taking a position actually does.



Ivey and Robbin (1966) define these concepts:

A norm is defined as an expectation of behavior, stemming from a general social agreement or from those whose judgments are psychologically significant to the actor or group of actors. Psychologically, norms are expectations for behavior held by those whose reactions are emotionally meaningful to the actor--friends and certain professional colleagues, for example. Sociologically, norms are expectations for behavior by those who, by common agreement, have legitimate concern with and/or authority over the actor's behavior--in the case of the school counselor, examples would be teachers and the principal. Clearly, the psychological and sociological views of norms are not mutually exclusive.

Position may be defined, by geometric analogy, as a location in a defined social structure. The definition of a given position is in terms of other positions in that social structure. Thus, in the social structure of the family, mother is a position; in a university social structure, dean, counselor, and professor are all positions.

Roles are the sets of norms or expectations of behavior that are assigned by significant others to a specific position (p. 30).

Role theory states that norms or expectations for behavior are established by those whose judgments are psychologically and sociologically meaningful to the counsellor.

The determiners of the role of the school counsellor in the social structure of the secondary school would seem to be students, teachers, administrators, and the counsellors themselves. Closely related to these role definers, but not actually in the immediate social structure of the school, would be parents, school boards, community pressure groups, and the counselling profession. All of these groups interact and influence one another in their definitions of school counsellor role.

Role theory points clearly to the importance of interpersonal and interprofessional relationships if the school counsellor is to function effectively in a school setting. Although the counsellor may define his





Degree of Acceptance is the degree to which an educator decides the described activities on the questionnaire used in this study are exclusive functions of the secondary school counsellor.

Degree of Implementation is the degree to which an educator decides the described activities on the questionnaire used in this study are implemented and carried out in the school by the secondary school counsellor.

Degree of Importance is the degree to which an educator decides the described activities on the questionnaire used in this study are important in the educative process of students in the school.

Guidance refers to the overall framework of personnel services within the school. "Guidance is the cooperative effort of the counsellor and his colleagues to help a pupil improve his adjustment to school, and to help him develop skills for dealing more successfully with the problems he encounters after he leaves school." (Ohlsen, 1964, p. 3).

Counselling refers to one service of the guidance program. The goals of counselling are the same as those of guidance. It is a service that ". . . offers direct assistance to the individual by helping him, through face-to-face relationships, to evaluate himself and his opportunities, to choose an appropriate plan of action, and to work toward the fulfillment of his goals." (Norris, Zeran, and Hatch, 1960, p. 17).

### Need for the Study

A need exists for clarity regarding the role and function of the secondary school counsellor in Alberta.





Conklin, Altman and Hengel (1971) have attested to this need:

One of the concerns of counsellors in Alberta has been the ever-present problem of the appropriate functions of a counsellor. All too often, his function has not been made clear for numerous reasons. It has been sometimes assumed that he deals to a great extent with personal, educational and vocational concerns of the student. This assumption has been more acceptable to counsellors than the idea of performing those functions which the administration feels are necessary. Even in the area of personal, educational and vocational concerns, there seems to be no agreement among counsellors as to which of these three areas is more important. One of the reasons for the problem lies in the fact that counsellors themselves, because of a lack of a consistent educational background, are not certain about the functions they should be performing in a school. There are other factors which likely affect the counsellor's perception of what is appropriate in the counselling field (p. 7).

People are asking what the school counsellor does to facilitate the education of our secondary school students. The 1971 American Personnel and Guidance Convention in Atlantic City, New Jersey and the 1971 Canadian Guidance and Counselling Association Convention in Toronto, Ontario featured a number of sessions dealing with the perceived role and functions of secondary school counsellors. Interest and enthusiasm in this area of concern was apparent.

The 1971 Spring Conference of Alberta counsellors held in Red Deer adopted the theme, "Accountability in Counselling". Counsellors evaluated their responsibilities in terms of the expectations the community holds for them.

Words from a pamphlet entitled Teachers and Counsellors Work Together (1965) suggest to counsellors, "Define your professional role clearly to teachers, administrators, students and parents. If you are uncertain of it, others are sure to be". In this statement rests the principal ques-



tion posed in this study. To what extent do secondary school counsellors and their teacher and principal colleagues agree upon the basic functions of the counsellor?

It is hoped that the results of this study will help to determine how school counsellors and their teacher and principal colleagues perceive the role of the secondary school counsellor. Also the study is intended to determine whether or not there are any similarities between counsellors, teachers, and principals in their perceptions of the school counsellor's role. This information should enable the practising secondary school counsellor to better understand his role as others perceive it. Hopefully, the school counsellor as a result of this information, will be assisted in the examination and optimum development of his role.

#### Problems of this Study

1. Do school counsellors, teachers, and principals agree on the role of the secondary school counsellor?
2. Do school counsellors, teachers and principals agree that various counsellor functions are being implemented by the school counsellor?
3. Do school counsellors, teachers, and principals perceive counsellor functions as important in the education of the high school student?
4. Do urban counsellors, teachers, and principals perceive the school counsellor role, its implementation in the school, and



its importance in the educative process differently than do rural counsellors, teachers, and principals?

### Null Hypotheses

1. A. There is no difference between school counsellors', teachers' and principals' perceptions of the role functions of the secondary school counsellor.
- B. There is no difference between school counsellors', teachers' and principals' perceptions of the implementation of counsellor functions in their school by the counselling staff.
- C. There is no difference between school counsellors', teachers' and principals' perceptions of the importance of these counsellor functions in the educative process.
2. A. There is no difference between urban and rural counsellors', urban and rural teachers' and urban and rural principals' perceptions of the role functions of the secondary school counsellor.
- B. There is no difference between urban and rural counsellors', urban and rural teachers' and urban and rural principals' perceptions of the implementation of counsellor functions in their school by the counselling staff.
- C. There is no difference between urban and rural counsellors', urban and rural teachers' and urban and rural principals' perceptions of the importance of counsellor functions in the educative process.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

The following sections review studies related to three areas. The first is a review of several studies on the need for school counsellors in today's society. Second a review is made of research relating to the role of the school counsellor. Finally research directly related to how various groups of people perceive the counsellor in a school setting is reviewed.

#### Need For School Counsellors

We live in a democratic society which recognizes the inherent value of the individual. Recently, A White Paper on Human Resources Development (1967) in providing direction to the Government of Alberta set out fundamental principles deemed acceptable by and essential to a free society. Throughout this document it was emphasized that "human resources shall be treated as being more important than physical resources" and that "prior consideration be given to human beings individually than to human beings collectively (p. 17)."

The major aim of education, as listed in the Alberta Senior High School Handbook, 1970-71, states, "the prime aim of the school is to assist each Alberta youth in his growth toward maximum self-realization (p. 7)." Self-realization is to be developed and nourished through personal development, health and physical fitness, mental health, intellectual achievement, recreational and leisure time activities, good social relationships and the building of an adequate philosophy of life.

To maintain and develop our democratic heritage our schools must be





prepared to foster and develop these aims. The Blair Report (1968), Mental Health in Alberta recognizes this need by recommending:

The school has a definite role in fostering and developing good mental health within the community. This role is considered both necessary and justifiable. The school can be a powerful agent for social change within the structure of the larger community. (p. 136).

The Hall-Dennis Report (1968), Living and Learning reports that "the school must be an active agent in society rather than an insulated entity and it must provide youth with an education that reveals the weaknesses and problems of the world they face and help them to prepare to mitigate or solve them (p. 67)." The Hall-Dennis report further states that "counselling by competent persons should be an integral part of the educational process (p. 87)." The report also stresses the importance of curriculum not so much for its content but as a means of developing skills of communication in the student. A recommendation of this report suggests that teacher education programs "review and redesign the preparatory stages which would qualify every teacher as a counsellor (p. 203)." This statement does not suggest that teachers counsel students all day, but, rather that counselling personnel would be supported by a staff of counselling-oriented teachers.

The Blair Report (1968), Mental Health in Alberta supports this need by stating "that more trained counsellors are urgently needed (p. 131)."

The A.T.A. Guidance Council in a recent submission to the Worth Commission on Education states:

No teacher can be all things to all students at all times. Services supportive to the teaching function are necessary so that Alberta youth indeed can reach "maximum self-realization". If



the community expects schools to provide broader and more comprehensive educational experiences, then the concept of the staff of the school must broaden. Student personnel services staff must become a basic and integral part of each school staff. (p. 3).

The counsellor is an educator that has his own particular professional function, counselling. He performs this function in an educational environment, a school, and he is thus known as a school counsellor.

### The Role of the Secondary School Counsellor

The professional literature is filled with statements that reflect a fairly wide range of counsellor roles.

One of the authoritative statements, which has gained wide acceptance, is that of the American School Counselor Association (1964). This professional association of school counsellors describe the secondary school counsellor's role in the following manner:

A school counselor . . . is concerned with and accepts a responsibility for assisting all pupils, and has as his major concern the developmental needs and problems of youth.

The school counselor is dedicated to the idea that each pupil will enhance and enrich his personal development and self-fulfillment by means of making more intelligent decisions if he is helped to understand himself, the environment he perceives, and the relationship between these.

To help each pupil to meet the need to understand and accept himself in relation to the social and psychological decision-making competency.

To assist all members of the school staff individually and through the total educational program, parents, and the community, to contribute to each child's development. (p. 117).

In an earlier statement Wrenn (1962) suggests that:

The primary emphasis on counseling students should be placed on developmental needs and decision points in the lives of the total range of students rather than the remedial needs and crisis points in the lives of a few students, with the major goal of counseling being that of increased self-responsibility and an increased maturity of decision-making upon the part of the students. (p. 109).



Schlesinger (1971) in a recent issue of the School Guidance Worker while discussing the secondary school counsellor role states:

One of the counsellor's goals is to promote improved human relationships. An effective counsellor helps the counselee to be realistic and to evaluate both sides of a relationship. He will have a good understanding of the pupil's problems and how they feel about them, but he will discourage pupils from using their troubles as excuses for poor performance or unacceptable behavior. Teachers and parents should understand that if pupils are allowed to talk out their feelings in the guidance office they are less likely to express those feelings through destructive behavior somewhere else. (p. 15).

Schlesinger (1971) in a further discussion of counsellor role states:

School counsellors are regarded with a negative attitude in schools where they set themselves apart from other faculty members, giving the impression that they are something special. Like teachers and administrators, counsellors are employed for the purpose of educating pupils. Whereas the teacher's function in the educational process is primarily that of instruction, the counsellor contributes to the educative process by helping in the appropriate development of pupils, by helping teachers and parents to understand pupils, by helping pupils to understand themselves and their abilities, by helping pupils to become self-disciplined, and by furthering good human relationships. (p. 15).

Roeber, Wolz, and Smith (1969) suggest that a secondary counsellor's functions can be grouped into two major groups: (1) helping relationships, and (2) supporting activities.

Helping relationships include counselling students, consulting with teachers, parents, and others; small-group work with students; and small-group work with teachers, parents, and others.

Supporting activities consist of studying students in their school environments; assisting in course program development; and devoting attention to the personal development of all students.

A comparison of the above statements on counsellor role indicates





some overlap, particularly emphasis on the developmental needs of all students and the development of decision-making capabilities by all students. Counsellor support services for teachers and parents are also stressed.

### Perceptions of the Counsellor Role

In recent years the importance of guidance and counselling services has been recognized by many school systems across Canada. Ford and Koziey (1969) suggest that the most significant trend in recent years has been to broaden the concept of "guidance" to encompass personal-social counselling in addition to the more traditional educational and vocational services.

In spite of this broader definition of counsellor role, various studies (King & Matteson, 1959; Hitchcock, 1953; Bergstein & Grant, 1961; Schmidt, 1962; Dunlop, 1965; Grant, 1954; Perrone, Weiking, & Nagel, 1965; Rippee, Hanvey & Parker, 1965; Sweeney, 1966; Warman, 1960) have found that teachers, administrators, students, parents, and counsellors themselves differ markedly in the extent to which they perceived personal-social counselling to be a part of the school counsellors' responsibilities.

Grant's two studies (1954a, 1954b) show from 50 to 80 per cent of his sample of students, teachers, and administrators agreeing that counsellors should do educational and vocational counselling. On the other hand, where personality-social problems are concerned only 4 per cent of the students would go to the counsellor. Twenty-five to thirty-five per cent of the teachers and administrators believed that this is





a counsellor role and 56 per cent of the counsellors believed that personal-social counselling is part of their role.

Hitchcock (1953) studied counsellors to determine those duties that counsellors feel they should perform and are performing. On the whole, counsellors do not believe that they should engage in activities involving duties of a clerical nature or administrative detail duties. However, an analysis of the duties which counsellors are now performing in comparison with what they believe they should not do reveals a striking study of contrasts. From 30 to 40 per cent felt that they should not be assisting students who are failing in school work, counselling with parents of failing students, assisting students with course planning, and interpreting test results to teachers. These studies indicate that many people perceive the primary responsibility of the secondary school counsellor to be educational and vocational counselling.

Somewhat at variance with the above cited studies are the results, obtained by Weeks, Sander and Miller (1966). Recognizing the need for clarification of counsellor role they state:

In spite of recent attempts to define the appropriate role and function of school counselors, the lack of delineation of a clear-cut role may lie in the fact that there is no unique educational function for them to perform, or in the fact that they have failed to demonstrate such a unique function and its value to the total educational endeavour. (p. 134).

To deal with this problem, Weeks, Sander and Miller (1966) asked a series of questions about the ideal role of the secondary school counsellor of school counsellors, principals and teachers in the secondary schools



of Colorado. Results indicated that in the view of the respondents, there is a unique educational function for the secondary school counsellor. In the area of counselling with individual students, this unique function seems to involve promoting better self-understanding and acceptance, assisting students with vocational and educational decision-making and career planning, and helping with family adjustment problems. Also included was the giving and interpreting of individual intelligence tests. The counsellor's unique function also seems to include promoting and coordinating the guidance program and services of the total school. Such activities as operating the group testing program, handling orientation activities, and helping teachers to work more effectively with students were also rated as being part of the counsellor's unique function. In the area of social and personal adjustment the school counsellor is seen merely as a member of the educational team.

It was agreed by the respondents that counsellors should not be expected to perform purely instructional or administrative housekeeping chores.

Dunlop (1965) as a result of his research to test the relationships that exist among various groupings of professional educators and lay persons with regard to their opinions of the counsellor's role in the high school concluded:

It would appear that there is no universally acceptable role definition for the high school counselor. However, if counselors are to do the work for which they are presumably best trained, i.e., counseling as opposed to clerking, administering, or teaching, and if in their work they are to meet with acceptance from their peers in education, from students, and from patrons of the school in the community, efforts must be made to promote the counselor's image along lines viewed as being appropriate by the counseling profession. (p. 1028).



Conklin, Altman and Hengel (1971) sum up the research on investigating the perceived role of the secondary school counsellor when they state:

It appears that the problem of agreement on perceived counsellor role has not been resolved in the American schools where counselling programs have existed for some time. The main points of disagreement seem to be: (a) the counsellor's role in the personal-social realm, (b) the assignment of duties to the counsellor, and (c) his relationship with the administration. (p. 44).

### The Counsellor in Alberta Secondary Schools

A review of the research in Alberta (Zingle & Winship, 1965; Altman, 1969; Ford & Koziey, 1969; Altman & Herman, 1971; Conklin, Altman & Hengel, 1971) indicates no agreement on the perceived role of the counsellor in Alberta schools. Thus it would seem that the situation in Alberta is similar to that elsewhere.

The Ford and Koziey (1969) study focused on the student's and counsellor's perceptions of the counsellors role and found marked differences between them. Their results clearly showed that high school students and high school counsellors differ markedly in what they perceive to be appropriate problems for counsellor-student discussion. A high degree of agreement was found to exist between students and counsellors when the role of the counsellor is defined in terms of educational and vocational problems; however, this agreement did not exist in matters of personal and social concern. Students perceived the high school counsellor as " . . . the antiquated guidance worker whose responsibilities are limited to the provision of educational and vocational assistance. (p. 252)."

Conklin, Altman and Hengel (1971) examined the perceived role of the





counsellor by attempting to determine whether there were significant differences among principals, counsellors, and counsellor educators in their judgement of the appropriateness of different topics for discussion with students in a counselling situation in Alberta. Three topics for discussion were identified; these were ASO (Adjustment to Self and Others), EV (Educational-Vocational), and LRM (Love, Religion, Morality).

Results indicated that counsellor educators perceive all problem areas as equally appropriate for discussion with counsellors. Principals and counsellors were in agreement with counsellor educators on one factor (EV) but principals felt that personal problems (ASO, LRM) were less appropriate for discussion. Counsellors were between the two extreme positions in regard to personal problems. They ranked personal problems as more appropriate than did principals but less appropriate than did counsellor educators.

The findings revealed significant differences among counsellors, counsellor educators, and principals in their judgement of the appropriateness of two different areas of discussion with students in a counselling situation. As stated earlier, a consensus appeared in only one area among the three groups regarding the function of a counsellor in Alberta high schools. This finding raises the following question. Are counsellor educators attempting to prepare counsellors for a role which is not possible for them to fulfill in many schools?

Altman and Herman (1971) conducted research in which one of the questions posed dealt with determining what secondary counsellor's duties are as viewed by administrators. The results indicated that 54 per cent





of the counsellor's time should be devoted to educational-vocational counselling; 22 per cent with personal (one to one) counselling; 7 per cent with diagnostic testing methods of identifying student problem areas; 5 per cent in consulting and working with parents; 5 per cent in working with drop-out students; 4 per cent in working with special remedial problem students and 2 per cent in group counselling.

Administrator's perceptions of secondary school counsellor duties suggest a heavy emphasis on vocational-educational counselling. This finding is in support of previous research involving counsellor role (Grant, 1954; King and Matteson, 1959; Altman, 1969).

Zingle and Winship (1967) contend that:

We, in Alberta, are on the threshold of an extensive expansion of guidance services. The importance of the professional counsellor in the school situation has now been recognized by administrators and teachers. There remains, however, the demanding task of specifying the goals and aspirations of these fledgling guidance services. Many crucial questions have yet to be answered ... What are the major functions of a guidance program? What are the school counsellor's primary tasks? (p. 22).

Altman (1969) states:

It seems that a great deal more has to be done at the high school setting to clarify student perception of available services and the function of these services. (p. 40).

### Summary Statement

Schmidt (1962) in a review of studies dealing with the perceptions of counsellor role by various groups makes several observations:

(a) in general, research into counselor function has not carried much beyond interviews and questionnaires; (b) some counselors seem to be doing a variety of things they feel they should not do;



(c) it is not always clear what counselors feel their role is and there may be a breach between what they do and what they feel they should do; (d) it is suggested that some variations may exist between what counselors and administrators see the role of the counselor to be (p. 600).



## CHAPTER III

### INSTRUMENTATION AND METHODOLOGY

This chapter is organized into two major sections consisting of six parts. It includes a description and discussion of the instrument used in the collection of data and an outline of the methodology employed in this study. Data analyses are presented in Chapter IV.

#### INSTRUMENTATION

##### The Questionnaire

The questionnaire used in obtaining data necessary for this study was constructed by the investigator. The questionnaire contains 50 items, each of which describes a behavior in which the secondary school counsellor may possibly be engaged in as part of his counsellor role. Items were designed to cover a sample of the major kinds of activities that a secondary school counsellor is concerned with in his role as school counsellor. A sample of activities that the school counsellor should not be concerned with were also included.

The questionnaire items were drawn from a variety of sources: professional literature dealing with the role of the secondary school counsellor, guidance and counselling textbooks, statements of counsellor duties prepared by various school systems, experiences reported to the investigator by counsellors in secondary schools, and the investigator's own experience as a counsellor.

Three experts in the field of counsellor training and supervision



were consulted during the process of developing the questionnaire. Their criticisms and suggestions for improving the format and wording were considered and incorporated into the final draft. The final form of the questionnaire, acceptable to each of the three experts, is found in Appendix A.

Two statements from the professional literature that reflect the secondary school counsellor role were used as a basis for the construction of this questionnaire. The role definition of the secondary school counsellor provided by the American School Counsellor Association (1964) was one statement used. This statement has been adopted by the Alberta Teachers Association Guidance Council in a recent submission to the Alberta Commission on Educational Planning. The other statement was a description of the role of the school counsellor by Gilbert Wrenn (1962). Both role statements are presented in Appendix B.

In an attempt to validate the instrument, a panel of five experts in counsellor education and supervision were asked to react to the suitability of each of the questionnaire items in terms of its relationship to the major counsellor responsibility areas as outlined by Wrenn (1962) and by the American School Counsellors Association (1964). Items that were exemplars of the counsellor responsibility areas were identified and assigned to the appropriate responsibility area. Items that were not exemplars of one of the counsellor responsibility areas were assigned to a miscellaneous category.

A measure of agreement among the panel of experts was computed. Details of this exercise are presented in Appendix C.





## METHODOLOGY

### The Population and Sampling Procedure

Consideration was at first given to using all secondary school counsellors in the province, their principals, and a classroom teacher from their school as the population. This idea was discarded with the realization that considerable variability, in terms of primary educational role in the school and the amount of time per day available for counselling, exists among secondary school counsellors.

The investigator decided to specify all secondary school counsellors in the province who had been assigned a minimum of half-time for guidance and counselling duties, their principals, and a classroom teacher selected by the principal as "professionally competent", as the population.

Ideally the selection of teachers for this study should have been on a random basis, however the method described above seemed to be the only practical method of obtaining teacher reaction at the time of data collection.

A list of all secondary school counsellors with the amount of time per day each spends as a school counsellor was obtained from the Counselling and Guidance Branch, Alberta Department of Education. Secondary schools that employed one or more school counsellors that met the criterion of counselling time per day were identified. This comprised 93 secondary schools throughout the province. Some of these schools employed many counsellors while other schools employed one school counsellor.



In schools that employed more than one counsellor, the name of each counsellor was recorded and one counsellor was randomly selected from these names.

### Description of Samples

Eighteen schools located in the city of Edmonton, 15 schools in the city of Calgary, 11 schools in smaller cities and 48 schools from other communities in Alberta made up the sample. A list of these schools is presented in Appendix D.

Other data concerning the school counsellor respondents was collected. The investigator plans to use this information for further research purposes in the near future.

### Procedure

Questionnaires with letters of explanation and stamped, self-addressed envelopes for the convenience of respondents were mailed out to the schools participating in the study on June 17, 1971. (see Appendix A)

Each school received three identical questionnaires, one to be completed by the principal of the school, another to be completed by the school counsellor, and the third to be completed by a teacher.

Each respondent was instructed to review each item and to record on the questionnaire the degree to which the described activity was accepted as the duty of the school counsellor. In addition, respondents were instructed to indicate the degree to which this activity is implemented in the school by the school counsellor, and the importance of this activity in the education of the secondary school student.



Returned questionnaires were scored, and the data tabulated in tables for future analysis.

### Scoring

Scoring consisted of computing a total score for each respondent in the study for the three categories Acceptance, Implementation and Importance. Total scores were obtained by summing the weighted responses for each of the 50 questionnaire items in each of the three categories. The categories of Acceptance and Implementation, with five possible response categories, were assigned weights of one to five (response category one had a weight of one, response category two had a weight of two, response category three was assigned a weight of three and so forth). The category of Importance, with three possible response categories, was assigned weights ranging from one to three. Thus the summing of scores in the Acceptance, Implementation and Importance categories resulted in three total scores for each respondent in the study.

It was then possible to compute three mean scores for each respondent group in each of the three categories. For example, the respondent group principals would have a mean score for Acceptance (computed from the sum of all principal scores for Acceptance), a mean score for Implementation and a mean score for Importance.

### Data Processing

The data required to test these hypotheses were obtained from the returned questionnaires. The t test was used to determine the signific-





ance of differences among group mean scores. Since the t test for the significance of the difference between means assumes equality of the population variances, an F test for differences between variances for the groups under investigation preceded each t test.<sup>1</sup>

The information from questionnaires was transferred to I.B.M. cards and the processing of data was completed at the Operations Research Branch, Alberta Department of Education.

To examine the first hypothesis, t tests between mean scores for teacher, counsellor and principal groups for each of the categories Acceptance, Implementation and Importance were computed.

It was assumed that differences at the 0.05 level were indicative of significant differences among respondent groups' perceptions of the appropriateness of counsellor involvement in performing the various activities presented in the questionnaire, the implementation of these functions by the school counsellor, and the importance of these functions in the educative process.

To examine the second hypothesis, t tests between mean scores for teacher urban and rural, counsellor urban and rural, and principal urban and rural for each of the categories Acceptance, Implementation and Importance were computed.

The Null hypothesis was rejected for a p level less than 0.50.

1. Wherever the assumption of equality of variance was untenable, the Welch method was applied. This method makes an adjustment in the value of t required for significance at the 0.05 level and performs a modified type of t test called t prime.





## CHAPTER IV

### ANALYSIS OF DATA

The focus of concern in this chapter is to deal specifically with the statistics that are directly related to the investigation of the hypotheses of this study. Complete data are provided by Appendices A to E.

#### SAMPLE RETURNS

In Table 1 an analysis of sample returns is presented. Of a total of 279 questionnaires sent to counsellors, teachers and principals, 220 were returned. This represents an over-all return of 78.9 per cent.

Six questionnaires were returned in an incomplete form and could not be included in the returns.

As stated in Table 1, the returns were 45 for Edmonton representing an 83.3 per cent return; 38 for Calgary representing an 84.4 per cent return; 24 for small cities representing a 72.7 per cent return; and 113 for rural centres representing a 76.9 per cent return. The returns for teachers were 69 representing a 74.2 per cent return; 75 for counsellors representing an 80.6 per cent return; and 76 for principals representing an 81.7 per cent return.

#### NULL HYPOTHESES

The hypotheses under study fall into two groups; those comparing differences between groups of counsellors', teachers' and principals' perceptions and those comparing differences in perceptions within counsellor, teacher and principal groups.



TABLE 1

## Description of Sample Returns

Educators	Edmonton			Calgary			Small City			Rural		
	Returns			Returns			Returns			Returns		
	N	n	%	N	n	%	N	n	%	N	n	%
Teachers	18	16	89	15	10	67	11	7	63	49	36	78
Counsellors	18	15	83	15	15	100	11	7	63	49	38	77
Principals	18	14	78	15	13	87	11	10	91	49	39	79
Totals	45			38			24			113		

Hypothesis 1 (A)

This hypothesis states that there are no significant differences between school counsellors', teachers', and principals' perceptions of the role functions of the secondary school counsellor.

The homogeneity of variance assumption was met and t tests were carried out comparing the perceptions of counsellors, teachers, and principals on this dimension.



In Table 2, counsellor and teacher perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 1 A (i) is accepted.

In Table 2, counsellor and principal perceptions on the acceptance dimension are compared. The difference between means for these groups is not significant. Null hypothesis 1 A (ii) is accepted.

In Table 2, teacher and principal perceptions on the acceptance dimension are compared. The difference between means for these groups is not significant. Null hypothesis 1 A (iii) is accepted.

The fact that counsellors, teachers and principals have similar expectations of the school counsellor role is a major finding of this study. In addition to agreeing on questionnaire items that are school counsellor functions, counsellors, teachers, and principals also were in accord with questionnaire items that were selected and identified by the panel of counselling experts to be non-counsellor duties (Appendix C).

This finding tends to contradict some previously reported research. Zingle and Winship (1967) suggest a counsellor identity crisis exists and considerable efforts would have to be put forth to establish the major role functions of the school counsellor in Alberta. Conklin, Altman and Hengel (1971) found significant differences between counsellors and principals in their perceptions of school counsellor role. Principals felt that personal problems were less appropriate for discussion in a counselling office than were educational-vocational matters and other student concerns. Counsellor, teacher and principal responses to



TABLE 2

Comparisons of Perceptions of Counsellors, Teachers, and  
Principals on the Acceptance Dimension  
(Null Hypothesis 1. A)

Group Comparisons	Counsellors			Teachers			p
	N	$\bar{X}$	s	N	$\bar{X}$	s	
(i) Counsellors vs. Teachers	75	178.17	20.41	69	174.62	17.85	0.2734
							1.099
(ii) Counsellors vs. Principals	75	178.17	20.41	76	174.04	20.53	0.2196
							1.232
(iii) Teachers vs. Principals	69	174.62	17.85	76	174.04	20.53	0.8566
							0.181





questionnaire item 12 of this study "assisting students with personal problems" demonstrated that all groups were very accepting of counsellor involvement in this counsellor function.

It would appear that strong efforts have been extended in recent years in explaining and clarifying the role of the school counsellor in Alberta high schools. The writer suggests that the efforts of professional organizations such as the Guidance Specialist Council of the Alberta Teachers' Association, the Canadian Personnel and Guidance Association and the endeavors of counsellor educators, the Alberta Counselling and Guidance Branch, and personnel throughout the province who provide counselling and guidance leadership at the school system level share in part the progress achieved in this regard. Practicing school counsellors undoubtedly have also improved their past efforts in communicating their role. Whether these efforts are sufficient is an area of concern that will be later discussed in this study.

#### Hypothesis 1 (B)

This hypothesis states that there are no significant differences between school counsellors', teachers', and principals' perceptions of the implementation of counsellor functions in their school by the counselling staff.

The homogeneity of variance assumption was met and t tests were conducted comparing the perceptions of counsellors, teachers, and principals on this dimension.

In Table 3, counsellor and teacher perceptions were compared on the



implementation dimension. The difference between means for these groups on this dimension is significant at the 0.05 level. Null hypothesis 1 B (i) is rejected.

In Table 3, comparing counsellor and principal perceptions on the implementation dimension reveals that the difference between means for these groups is not significant. Null hypothesis 1 B (ii) is accepted.

In Table 3, teacher and principal perceptions were compared on the implementation dimension. The differences between means for these groups on this dimension is significant at the 0.05 level. Null hypothesis 1 B (iii) is rejected.

Although counsellor, teacher and principal groups agree on the basic functions of the high school counsellor, they do not agree on the degree of implementation of these functions by the school counsellor in their schools. Teachers differed from counsellors and principals in their perceptions of the degree of implementation of a number of counsellor functions. In every situation the teacher perceived the counsellor function to be implemented to a lesser degree in their schools than did the school counsellor or principal.

#### Hypothesis 1 (C)

This hypothesis states that there are no significant differences between school counsellors', teachers', and principals' perceptions of the importance of counsellor functions in the educative process.

The homogeneity of variance assumption was met and t tests were carried out comparing the perceptions of counsellors, teachers, and principals on this dimension.



TABLE 3

Comparisons of Perceptions of Counsellors, Teachers, and  
Principals on the Implementation Dimension  
(Null Hypothesis 1 B)

Group Comparisons	Counsellors			Teachers			p
	N	$\bar{X}$	s	N	$\bar{X}$	s	
(i) Counsellors vs. Teachers	75	163.33	25.10	69	147.86	26.28	0.0005*
(ii) Counsellors vs. Principals	75	163.33	25.10	76	158.95	26.17	0.2982
(iii) Teachers vs. Principals	69	147.86	26.28	76	158.95	26.17	0.0126*

\* significant at 0.05 level.



In Table 4, counsellor and teacher perceptions were compared on the importance dimension. The difference between means for these groups on this dimension is significant at the 0.05 level. Null hypothesis 1 C (i) is rejected.

In Table 4, counsellor and principal perceptions were compared on the importance dimension. The difference between means for these groups on this dimension is significant at the 0.05 level. Null hypothesis 1 C (ii) is rejected.

In Table 4, teacher and principal perceptions were compared on the importance dimension. The difference between means for these groups on this dimension is not significant. Null hypothesis 1 C (iii) is accepted.

Although differences existed between counsellor and principal and teacher groups on the importance dimension, an inspection of mean importance scores for these three groups on individual questionnaire items suggests that all three respondent groups are basically in agreement on this dimension. Questionnaire items that are exemplars of counselling functions are perceived as ranging from important to very important by counsellor, teacher and principal groups.

#### Hypothesis 2(A)

This hypothesis states that there are no significant differences between urban and rural counsellors', urban and rural teachers', and urban and rural principals' perceptions of the role functions of the secondary school counsellor.

The homogeneity of variance assumption was met.







TABLE 4

Comparisons of Perceptions of Counsellors, Teachers, and  
Principals on the Importance Dimension  
(Null Hypothesis 1 C)

Group Comparisons	Counsellors			Teachers			p
	N	$\bar{X}$	s	N	$\bar{X}$	s	
(i) Counsellors vs. Teachers	75	113.17	14.82	69	103.46	13.99	0.0001*
(ii) Counsellors vs. Principals	75	113.17	14.82	76	107.82	14.78	0.0287*
(iii) Teachers vs. Principals	69	103.46	13.99	76	107.82	14.78	0.0733

\* significant at 0.05 level.



In Table 5, rural and urban counsellor perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 A (i) is accepted.

In Table 5, rural and urban teacher perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 A (ii) is accepted.

In Table 5, rural and urban principal perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 A (iii) is accepted.

This finding is supportive of the finding obtained earlier in this study. Counsellor, teacher, and principal groups agreed in their perceptions of the role function of the secondary school counsellor implying that within-group agreement on the same dimension should exist. This agreement does exist. It would appear that the efforts of the counselling profession in communicating the school counsellor role have influenced educators throughout this province in much the same way.

It seems that location of residence in the province of teacher, counsellor or principal has no influence on what these educators deem appropriate for the role function of the secondary school counsellor.

#### Hypothesis 2 (B)

This hypothesis states that there are no significant differences between urban and rural counsellors', urban and rural teachers', and urban and rural principals' perceptions of the implementation of counsellor functions in their school by the counselling staff.

The homogeneity of variance assumption was met.



TABLE 5

Comparisons of Rural and Urban Counsellors, Teachers, and  
Principals Perceptions on the Acceptance Dimension  
(Null Hypothesis 2 A)

Educators	Rural			Urban			t	df	p
	N	$\bar{X}$	s	N	$\bar{X}$	s			
(i) Counsellors	38	175.89	21.78	37	180.51	18.61	0.973	73	0.3338
(ii) Teachers	36	174.86	20.27	33	174.36	14.75	0.114	67	0.9098
(iii) Principals	39	172.62	19.82	37	175.54	21.15	0.614	74	0.5409



In Table 6, rural and urban counsellor perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 B (i) is accepted.

In Table 6, rural and urban teacher perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 B (ii) is accepted.

In Table 6, rural and urban principal perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 B (iii) is accepted.

This finding denotes basic agreement among members within the counselling, teacher, and principal groups in their perceptions on the implementation dimension. As noted earlier in this chapter, teachers differed significantly from counsellors and from principals on this dimension, however teachers were very much in agreement among themselves in their perceptions on the implementation dimension.

### Hypothesis 2 (C)

This hypothesis states that there are no significant differences between urban and rural counsellors', urban and rural teachers', and urban and rural principals' perceptions of the importance of counsellor functions in the educative process.

The homogeneity of variance assumption was met.

In Table 7, rural and urban counsellor perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 C (i) is accepted.





TABLE 6

Comparisons of Rural and Urban Counsellors, Teachers, and  
Principals Perceptions on the Implementation Dimension  
(Null Hypothesis 2 B)

Educators	Rural			Urban			df	t	p
	N	$\bar{X}$	s	N	$\bar{X}$	s			
(i) Counsellors	38	161.53	26.83	37	165.19	23.05	73	0.625	0.5339
(ii) Teachers	36	147.22	29.89	33	148.55	21.64	67	0.206	0.8376
(iii) Principals	39	155.85	27.52	37	162.22	24.25	74	1.054	0.2951



In Table 7, rural and urban teacher perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 C (ii) is accepted.

In Table 7, rural and urban principal perceptions are compared on the acceptance dimension. The difference between means for these groups is not significant. Null hypothesis 2 C (iii) is accepted.

This finding supports urban and rural comparisons on the acceptance and implementation dimensions. Location of residence has no discernable influence on teacher, counsellor or principal perceptions of the importance of counsellor functions in the educative process. In fact, all groups agree among themselves in their perceptions on the three dimensions of acceptance, implementation and importance under investigation in this study.

## DISCUSSION OF SELECTED COUNSELLOR ROLE FUNCTIONS

The purpose of this section is to point out areas of disagreement among and within groups of respondents on individual questionnaire items. Tables 8, 9, 10 and 11 isolate questionnaire items that involve significant differences between respondent groups on either the acceptance, implementation or importance dimensions.

### Occupational Information

Teachers perceived counsellors to be adequately collecting and distributing up-to-date occupational information for use in the school; however teachers perceived counsellors to be less effective in assisting



TABLE 7

Comparisons of Rural and Urban Counsellors, Teachers, and  
Principals Perceptions on the Importance Dimension  
(Null Hypothesis 2 C)

Educators	Rural			Urban			t	df	p
	N	$\bar{X}$	s	N	$\bar{X}$	s			
(i) Counsellors	38	111.71	14.26	37	114.68	15.23	0.859	73	0.3932
(ii) Teachers	36	104.31	16.57	33	102.55	10.39	0.516	67	0.6079
(iii) Principals	39	105.44	13.73	37	110.32	15.42	1.442	74	0.1536



them in relating their subject area to relevant occupations. It seems that occupational materials are in the school for teacher use in the classroom, but apparently counsellors are not assisting teachers in developing strategies for their most effective use. Since vocational development is a continuous process, teachers can play an important role in pointing out to students the educational and occupational implications of the curriculum on a day-to-day basis. One method of achieving this would be for teachers to display occupational materials in their classroom and refer to these materials as the occasion presents itself. This kind of teacher stimulation should assist student vocational development. The process of relating the curriculum to decisions which students will eventually face in regard to a future vocation should also result in a more relevant curriculum for high school students.

### Assisting Teachers

There appears to be some confusion in the teacher perception that school counsellors are providing little assistance in developing strategies to assist teachers in better understanding the students they teach. Teachers perceived counsellors to be above average in their implementation of strategies to consult with teachers regarding students with particular problems; in assisting school staff in the identification of students with special abilities or needs; in interpreting guidance test results to the classroom teacher; and in assisting school staff in the placement of students in high school classes and programs. Counsellors appear to be assisting teachers in better understanding the students they teach, but may have to do a better job of establishing and improving lines of





communication with teachers. One way in which counsellors can assist teachers in better understanding their students is to provide teachers with relevant feed-back concerning the students they counsel. This is not to suggest that counsellors should communicate the totality of information obtained in counselling, rather they must respect the confidentiality of the information exchange that takes place in the counselling office. The suggestion here is that there is some information that counsellors should share with the classroom teacher. This information is of the kind that has relevance for the classroom teacher in better understanding students in the teaching - learning process. The counsellor in his own professional judgement and with the full consent of the counsellee, should share this kind of information with the classroom teacher. The results of this study suggest that many classroom teachers do not appear to have this kind of involvement with the school counselling staff.

### Counsellor Role

Teachers perceived counsellors to be deficient in effectively communicating counsellor goals and counsellor role. They also perceived counsellors to be of only average effectiveness in communicating the nature of counselling services available in the school. Coupled with the dearth of feed-back that teachers seem to obtain from the counselling staff regarding "shareable" student information, counsellors might well re-examine present strategies of communicating their role and providing pertinent feed-back to teachers to facilitate the teaching - learning process.



### Evaluation of Services

If one accepts the position that counselling personnel should annually evaluate their services with the student and teacher publics they serve, then the results of this study suggest that this counsellor function requires some attention. Teachers perceived counsellors to be less than adequate in conducting research related to evaluating the school guidance program. Conducting research related to the nature of the student population was also perceived by teachers as poorly implemented by the counselling staff in their schools. Since the prime reason for the existence of a school counselling program is to serve students, it seems to follow that the counselling staff must strive to develop effective means whereby they may come to know and understand the nature of the student population. It would seem that this kind of research should be a vital counsellor function.

### Personal Counselling

All respondent groups perceived assisting students with personal problems to be a definite counsellor function that is very important in the educative process and strongly implemented by the counselling staff in their schools. This finding tends to contradict some previously reported research. Grant (1954a, 1954b) found that only twenty-five to fifty-six per cent of counsellors believed that counselling students with personal problems is part of the school counsellor's role. Weeks, Sander and Miller (1966) found that the school counsellor was perceived by his educational colleagues as merely a member of the educational team with no prime responsibility in counselling students with personal pro-



blems. Conklin, Altman and Hengel (1971) found significant differences between principals and counsellors in their perceptions of counsellor involvement in counselling students with personal problems. Principals did not perceive this to be a prime counsellor function.

This finding supports the contention of the professional school counsellor and counsellor educators in this province that assisting students with personal problems is a definite counsellor function to be performed to the degree that the school counsellor can effectively assist the student.

#### Terminal Student Interviews

A noticeable difference exists between the perceptions of teacher, counsellor and principal groups concerning the degree to which the school counsellor conducts terminal interviews with students prior to their withdrawal or graduation from school. Teachers perceive this counsellor function to be less than of average implementation while counsellors and principals perceive this activity to be of better than average implementation. This difference could be due to the fact that in most schools principals have more opportunities to refer students who are withdrawing from school to the school counsellor than do classroom teachers. Teachers frequently are not aware of a student's intent to withdraw from school whereas in many schools the procedure of withdrawing from school involves some contact by the student with the administration of the school.





### Rural and Urban Differences

An investigation of rural and urban differences within groups of counsellors, groups of teachers and groups of principals resulted in basic agreement within all groups on the role of the school counsellor, and the importance of counsellor functions in the educative process, however some differences did occur on the implementation dimension.

Rural teachers differed with urban teachers in their perceptions of the extent to which school counsellors arranged referral of students to mental health and social service agencies outside of the school. Urban teachers perceived this counsellor function to be strongly implemented by the counselling staff whereas rural teachers perceived it to be slightly better than of average implementation. Although urban school counsellors have many more mental health and social agencies to which they can refer students, it is encouraging to see that urban counsellors are making good use of these agencies as perceived by their teacher and principal colleagues.

Rural teachers perceived teaching courses in occupations and careers as a counsellor function that is important in the educative process and is of average implementation in their schools. Urban teachers perceived this activity as one that is equally appropriate for all staff members to become involved with, is weakly implemented by the school counselling staff and is not very important in the educative process. It is quite likely that urban counsellors spend virtually all of their time in the school counsellor role, whereas rural counsellors generally assume some teaching responsibilities. It would seem that the background and train-





ing of the school counsellor should result in his interest and concern with the strategies employed in his school for teaching career courses. Although the urban counsellor may not teach, he should prove to be a valuable resource person to the career teacher and could assume an advisory and "provider of ideas" role for the most effective teaching of career courses.

Rural and urban principals differed in their perceptions of counsellor involvement in developing programs within the school for the in-service training of the school staff. Urban principals were far more accepting than were rural principals that this should be a counsellor function. Both groups agreed that this activity was not being implemented by the school counsellor in their schools. It seems reasonable to expect school counsellors to assist and develop in-service training for the school staff when they can make a contribution.



TABLE 8

Questionnaire Items that Contain Significant Differences Between  
Respondent Groups on the Acceptance Dimension

Item	Respondent Groups		
	Counsellors and Teachers	Counsellors and Principals	Teachers and Principals
5	yes		
13	yes		
16		yes	
19	yes		
22	yes		
23	yes		
25	yes		
26		yes	
29			yes
31	yes		
35		yes	yes
36		yes	
42			yes



TABLE 9

Questionnaire Items that Contain Significant Differences Between  
Respondent Groups on the Implementation Dimension

Item	Respondent Groups		
	Counsellors and Teachers	Counsellors and Principals	Teachers and Principals
2	yes		
3	yes		yes
4			yes
6			yes
9	yes		yes
10	yes		
12	yes		
13	yes		
14	yes		yes
16	yes		yes
23	yes		
25	yes		
26	yes		
31	yes		yes
32	yes		
35	yes		
39	yes		
40		yes	
48	yes		
49	yes		yes
50	yes		yes



TABLE 10

Questionnaire Items that Contain Significant Differences Between  
Respondent Groups on the Importance Dimension

Item	Respondent Groups		
	Counsellors and Teachers	Counsellors and Principals	Teachers and Principals
1		yes	
2		yes	
12	yes		
13	yes		
16	yes		
18	yes	yes	
20		yes	
21		yes	
22	yes	yes	
23	yes	yes	
26	yes	yes	
27			yes
31	yes		
32	yes		
35	yes		yes
36	yes	yes	
39	yes		
40	yes		yes
45			yes
46			yes
47	yes		yes
48	yes		
49	yes		yes
50	yes		





TABLE 11

Questionnaire Items that Contain Significant Differences Between  
Rural and Urban Respondent Groups on Acceptance,  
Implementation and Importance Dimensions

Item	Rural vs. Urban Counsellors		Rural vs. Urban Teachers		Rural vs. Urban Principals	
	Accep- tance	Implemen- tation	Accep- tance	Implemen- tation	Accep- tance	Implemen- tation
2						yes
3						yes
4					yes	
5		yes		yes		
6					yes	
8						yes
12					yes	yes
21		yes	yes	yes		
41		yes		yes		yes
47				yes		



## CHAPTER V

### SUMMARY, IMPLICATIONS AND CONCLUSIONS

This final chapter synthesizes the information which has been gathered and examined into a meaningful summary statement. Implications, conclusions and recommendations for further investigations are presented.

#### SUMMARY

A summary of acceptance and rejection of Null hypotheses is presented in Table 12. The results of the study revealed that counsellor, teacher and principal groups agree on the role functions of the secondary school counsellor. Significant differences were found between the teacher group and counsellor group and between the teacher group and principal group on the implementation dimension. Significant differences were also found between the counsellor and teacher groups and between the counsellor and principal groups on the importance dimension.

There were no significant differences found between rural and urban counsellor, teacher or principal groups on any of the three dimensions under investigation.

#### CONCLUSIONS

The school counsellor's locus of primary responsibility is with the individual student, however his relationships with and responsibilities to his teacher and administration colleagues are very important. A



TABLE 12

## The Acceptance and Rejection of Null Hypotheses

Null Hypothesis	Accepted	Rejected
1 A (i)	yes	
1 A (ii)	yes	
1 A (iii)	yes	
1 B (i)		yes
1 B (ii)	yes	
1 B (iii)		yes
1 C (i)		yes
1 C (ii)		yes
1 C (iii)	yes	
2 A (i)	yes	
2 A (ii)	yes	
2 A (iii)	yes	
2 B (i)	yes	
2 B (ii)	yes	
2 B (iii)	yes	
2 C (i)	yes	
2 C (ii)	yes	
2 C (iii)	yes	



good deal of evidence from the findings of this study disclose teachers to differ significantly from counsellors and principals in their perceptions of the extent of implementation of counsellor functions in their schools.

One possible explanation for this finding is that teachers may need more information to clearly understand the counsellor's job in the school. It is quite possible that some aspects of the counsellor's job may appear to teachers to be somewhat mysterious and unknown. This situation could lead directly into many inaccurate and uninformed perceptions of counsellor role and its implementation in the school. Evidence from this study indicates that teachers perceive counsellors to be of average implementation in informing students and teachers about their role in the school. This situation can be improved. The school counsellor can develop and produce a written description of the philosophy and objectives of the counselling and guidance program which would provide the basis for a meaningful statement of his job description. He can also ask students, teachers and administrators how he is doing and utilize the results to improve the counselling and guidance program in his school.

By clearly defining the counsellor role and recognizing the needs of teachers and their key role in the student's life, the school counsellor can contribute a good deal more to the team effort of helping young people develop and grow. This relationship with teachers can be enhanced by providing teachers with feed-back of non-confidential information regarding certain counsellor contacts in the spirit of con-





tributing to a more optimal learning situation for students.

### IMPLICATIONS

The results of this study suggest that school counsellors could profitably re-examine and assess their present strategies for implementing many counsellor functions in their schools, particularly in the matter of communicating and working with their teacher colleagues.

School counsellors experience numerous opportunities to work with the teaching staff and involve them in the program of school counselling and guidance activities. School counsellors can make special efforts to communicate relevant feed-back from their counselling experiences to the classroom teacher. They can provide information seminars for teachers on such important school concerns as (a) the classroom use of guidance test results; (b) the teacher use of the Cumulative Guidance Record; (c) the kinds of career and occupational materials available for teacher use in the classroom; and (d) the kind of local research that the counselling staff plan to conduct.

If attitudes that a school counsellor's educational colleagues have regarding the goals and nature of the school counselling and guidance program are important, then school counsellors must become aware of these attitudes and expectations. One way of knowing these attitudes is to work closely with people who hold them and involve these people whenever and wherever possible in your own work. Conclusions concerning teachers' perceptions are subject to the limitation that the teacher



sample was not as representative of teachers in Alberta schools as it could have been and consisted of relatively small numbers of teachers who participated in the study.

### Implications for Further Research

The scope of this study was limited to the perceptions of the school counsellor role by the educational staff of a sample of Alberta high schools. Suggestions for other areas of research are discussed.

A need assessment of students, teachers, administrators and parents to determine what the counselling and guidance program should offer these groups should be taken. On the basis of these findings, a program of counselling and guidance activities could be developed. When this has been done, a careful counsellor time and function study could be designed and undertaken. The results of such a study should be viewed in terms of both the global school needs and the criterion of counsellor role function assignments. Research of this kind should close any gap that may exist between guidance theory and practice on the local level.

Results of this study are inconclusive concerning teachers' perceptions that the implementation of school counsellor functions is, in a number of respects, inadequate. Some attempt should be made to objectively analyze the degree of implementation of counsellor functions on a manageable scale as perceived by students, teachers, administrators, parents and counsellors.

In the light of possible future restrictions in financial outlay for educational operations in this province, research concerned with what counsellors can do to ensure that their programs will continue to receive adequate funding should be instigated.



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## APPENDIX A



## Questionnaire on the Role of the Secondary School Counsellor

The Counselling and Guidance Branch would like to obtain an indication of your conception of the ideal role of the secondary school counsellor in Alberta. Following is a list of items which describe a variety of duties and services which are sometimes included in the job description of the secondary school counsellor.

You are asked to review each item and record on the question sheet the degree to which you ACCEPT the described activity as the duty of the school counsellor and the degree to which this activity is IMPLEMENTED in the school by the guidance counsellor and the IMPORTANCE of this activity in the education of the student.

Indicate by circling the appropriate number in the first column to the right of each activity the degree to which this is an exclusive counsellor function. Indicate by circling the appropriate number in the second column the degree to which this activity is implemented in your school by the school counsellor. Indicate by circling the appropriate number in the third column, the degree to which this activity is important in the educative process.

The descriptions of the numbers listed below apply to the numbers in the columns to the right of the activities and should be borne in mind when marking the degree of acceptance, the degree of implementation and the degree of importance.

### Degree of Acceptance

1. This is NOT a counsellor's duty.
2. This is seldom a counsellor's duty; it is usually done by other members of staff or faculty.
3. This may be done by the counsellor, but it is equally appropriate for other staff or faculty.
4. This is primarily a counsellor's duty, but may occasionally be done by other staff or faculty.
5. This duty MUST be performed by a qualified secondary school counsellor.

### Degree of Implementation

1. Not implemented.
2. Weakly implemented.
3. Average implementation.
4. Strongly implemented.
5. Fully implemented.

### Degree of Importance

1. Relatively important.
2. Important.
3. Very important.





	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMEN- TATION	DEGREE OF IMPORTANCE
1. Helps to plan and develop the school curriculum in relation to the needs of students . . . .	1 2 3 4 5	1 2 3 4 5	1 2 3
2. Develops a written statement of counsellor goals and the role of the school counsellor . . . .	1 2 3 4 5	1 2 3 4 5	1 2 3
3. Establishes a formal student and teacher referral system in the school with respect to using guidance services available in the school . . . . .	1 2 3 4 5	1 2 3 4 5	1 2 3
4. Develops a program for actively informing students and teachers about the nature of the counselling services offered in the school and the role of the school counsellor . . . . .	1 2 3 4 5	1 2 3 4 5	1 2 3
5. Teaches classes other than occupations or group guidance . . .	1 2 3 4 5	1 2 3 4 5	1 2 3
6. Develops programs within the school for the in-service training of the school staff regarding teacher - student relations, communication techniques, understanding of problems of interpersonal relations and learning problems of students, etc. ....	1 2 3 4 5	1 2 3 4 5	1 2 3
7. Assists in developing formal school policies regarding the counselling disposition of drop-outs, underachievers and discipline problems ....	1 2 3 4 5	1 2 3 4 5	1 2 3
8. Identifies out-of-school resources available for the referral of students who have special social and/or educational problems ....	1 2 3 4 5	1 2 3 4 5	1 2 3



		DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMEN- TATION	DEGREE OF IMPORTANCE
9.	Assists students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions...	1 2 3 4 5	1 2 3 4 5	1 2 3
10.	Acquaints students with the characteristics, prerequisites and objectives of high school courses..	1 2 3 4 5	1 2 3 4 5	1 2 3
11.	Helps students to understand the alternatives open to them and the decisions which they will make with respect to curricular and extracurricular offerings...	1 2 3 4 5	1 2 3 4 5	1 2 3
12.	Assists students with personal problems .....	1 2 3 4 5	1 2 3 4 5	1 2 3
13.	Helps students to learn about post-high school educational opportunities, requirements for admission to, and courses of study available at various post-secondary and adult educational institutions .....	1 2 3 4 5	1 2 3 4 5	1 2 3
14.	Consults with teachers and administrators regarding students with particular problems .....	1 2 3 4 5	1 2 3 4 5	1 2 3
15.	Helps students to acquire information about the world of work, job requirements and occupational trends .....	1 2 3 4 5	1 2 3 4 5	1 2 3
16.	Assists teachers to relate their subject area to relevant occupations .....	1 2 3 4 5	1 2 3 4 5	1 2 3
17.	Supervises playground, cafeteria, study hall, or bus loading .....	1 2 3 4 5	1 2 3 4 5	1 2 3
18.	Respects the student's right to privacy by keeping confidential those matters which the student wishes respected .....	1 2 3 4 5	1 2 3 4 5	1 2 3



	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMEN- TATION	DEGREE OF IMPORTANCE
19. Maintains individual cumulative guidance records; enters data such as course grades, standardized test results, and information acquired from other appraisal techniques .....	1 2 3 4 5	1 2 3 4 5	1 2 3
20. Develops security measures to protect the integrity of the individual students cumulative guidance record, thereby ensuring the professional use of this record . . . . .	1 2 3 4 5	1 2 3 4 5	1 2 3
21. Arranges referral of students to mental health and social service agencies outside of the school ...	1 2 3 4 5	1 2 3 4 5	1 2 3
22. Helps students to develop skill and attitudes necessary for comfortable and wholesome associations with members of the opposite sex .....	1 2 3 4 5	1 2 3 4 5	1 2 3
23. Helps students to resolve problems of getting along with other students .....	1 2 3 4 5	1 2 3 4 5	1 2 3
24. Provides help to students to find employment upon leaving high school; also helps students to find part-time and summer employment .....	1 2 3 4 5	1 2 3 4 5	1 2 3
25. Helps students to acquire effective study habits, improve reading and other basic skills .....	1 2 3 4 5	1 2 3 4 5	1 2 3
26. Assists students in adjusting to and accepting the changing patterns of family relationship, ie, assuming more autonomy, less dependence on parental authority, and increased cognizance of the responsibilities of near-adulthood .....	1 2 3 4 5	1 2 3 4 5	1 2 3
27. Administers, scores, and writes report of individual intelligence tests (eg. Stanford-Binet, WISC, WAIS) .....	1 2 3 4 5	1 2 3 4 5	1 2 3





	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMEN- TATION	DEGREE OF IMPORTANCE
28. Organizes, administers and makes arrangements for the school program of group guidance testing ...	1 2 3 4 5	1 2 3 4 5	1 2 3
29. Assists in identifying students with special abilities or needs ..	1 2 3 4 5	1 2 3 4 5	1 2 3
30. Helps students to make the transition from one school level to another and from one school to another .....	1 2 3 4 5	1 2 3 4 5	1 2 3
31. Assists teachers to understand students better and to work with them effectively .....	1 2 3 4 5	1 2 3 4 5	1 2 3
32. Conducts research related to the nature of the student population ..	1 2 3 4 5	1 2 3 4 5	1 2 3
33. Collects pupil attendance data, eg. absence slips, class tardiness slips, and family requests for absence from school .....	1 2 3 4 5	1 2 3 4 5	1 2 3
34. Assists at school functions, such as athletic events, school dances .....	1 2 3 4 5	1 2 3 4 5	1 2 3
35. Accepts speaking engagements with civic organizations, church groups, P.T.A., and other kinds of citizens' committees pertaining to the school guidance program .....	1 2 3 4 5	1 2 3 4 5	1 2 3
36. Conducts research related to the evaluation of the school guidance program .....	1 2 3 4 5	1 2 3 4 5	1 2 3
37. Assists teachers and administrators with respect to placement of students in classes and in school programs .....	1 2 3 4 5	1 2 3 4 5	1 2 3
38. Determines punitive action for high school students who deviate from established school policies .....	1 2 3 4 5	1 2 3 4 5	1 2 3





	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMEN- TATION	DEGREE OF IMPORTANCE
39. Prepares personal references for students, recommendations for post-secondary school admission, transcripts for other schools, and character references for prospective employers .....	1 2 3 4 5	1 2 3 4 5	1 2 3
40. Collects, files, assembles and distributes up-to-date occupational information for use in library displays, classroom projects, and bulletin boards .....	1 2 3 4 5	1 2 3 4 5	1 2 3
41. Teaches courses in occupations and careers .....	1 2 3 4 5	1 2 3 4 5	1 2 3
42. Prepares reports of students' achievement status, eg., rank in graduating class, class honour rolls, athletic eligibility .....	1 2 3 4 5	1 2 3 4 5	1 2 3
43. Checks student registrations and high school programs .....	1 2 3 4 5	1 2 3 4 5	1 2 3
44. Evaluates high school programs of students entering Alberta from other provinces .....	1 2 3 4 5	1 2 3 4 5	1 2 3
45. Awards Alberta high school credits to students entering Alberta from other provinces .....	1 2 3 4 5	1 2 3 4 5	1 2 3
46. Evaluates music taken by private study for the purpose of awarding music credits to high school students .....	1 2 3 4 5	1 2 3 4 5	1 2 3
47. Makes periodic reports to the principal of the school concerning budget requests for the school guidance program .....	1 2 3 4 5	1 2 3 4 5	1 2 3
48. Assists parents to develop realistic perceptions of their children's development in relation to their potentialities .....	1 2 3 4 5	1 2 3 4 5	1 2 3



	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMEN- TATION	DEGREE OF IMPORTANCE
49. Conducts terminal interviews with students prior to their withdrawal or graduation from school .....	1 2 3 4 5	1 2 3 4 5	1 2 3
50. Interprets guidance test results to students and staff .....	1 2 3 4 5	1 2 3 4 5	1 2 3



June 17, 1971

Dear Secondary School Principal:

The Counselling and Guidance Branch has been requested to do some follow-up to a Pupil Personnel Survey conducted last fall.

We are asking your opinion on some matters before any decision will be made regarding the exact nature of the anticipated study. With this in mind, would you kindly fill out the enclosed questionnaire and return it to this office.

You have been sent two questionnaires. One questionnaire is for your use while the second questionnaire is intended to be completed by a classroom teacher on your staff. Please select one teacher from your staff whom you judge as being "professionally competent" to complete the second questionnaire.

Two stamped and addressed envelopes are enclosed for your use.

This activity is sufficiently important that I will remain close to the telephone during the next few days. If you have any questions, do not hesitate to call me collect. The telephone number is 229-3347.

Thank you for your anticipated cooperation in this matter.

Yours sincerely

T. R. Mott  
Assistant Supervisor  
Counselling and guidance



June 17, 1971

Dear Secondary School Counsellor:

The Counselling and Guidance Branch has been requested to do some follow-up to a Pupil Personnel Survey conducted last fall.

We are asking your opinion on some matters before any decision will be made regarding the exact nature of the anticipated study. With this in mind, would you kindly fill out the enclosed questionnaire and return it to this office.

A stamped and addressed envelope is enclosed for your use.

This activity is sufficiently important that I will remain close to the telephone during the next few days. If you have any questions, do not hesitate to call me collect. The telephone number is 229-3347.

Thank you for your anticipated cooperation in this matter.

Yours sincerely,

T. R. Mott  
Assistant Supervisor  
Counselling and Guidance





## A P P E N D I X   B



## THE ROLE OF THE SECONDARY SCHOOL COUNSELOR

American School Counselor Association (1964)

1. He helps to plan and develop the guidance program and the curriculum in relation to the needs of pupils.
2. Through the counseling relationship, he helps each pupil to:
  - understand himself in relation to the social and psychological world in which he lives.
  - accept himself as he is.
  - develop personal decision-making competencies.
  - resolve special problems.
3. He assumes the role of leader and consultant in the school's program of pupil appraisal by:
  - coordinating the accumulation and use of meaningful information about each pupil.
  - interpreting information about pupils to them, to their parents, to teachers, and to others who are professionally concerned.
  - helping to identify pupils with special abilities or needs.
4. He collects and disseminates to pupils and their parents information concerning:
  - school offering.
  - opportunities for further education.
  - careers and career training opportunities.
5. He coordinates the use of services available beyond those he can provide by:



- making pupils and their parents aware of the availability of such services.
  - making appropriate referrals.
  - maintaining liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community where special services are available.
  - encouraging the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.
6. He assists in providing placement services for pupils by:
- planning with teachers and administrators for the grouping and scheduling of pupils.
  - helping pupils make appropriate choices of school programs and develop long-range plans of study.
  - helping them make the transition from one school level to another, from one school to another and from school employment successfully.
  - coordinating his placement work with others for the most effective use of the placement services available in the school and the community.
7. He helps parents by:
- acting as a consultant to them regarding the growth and development of their children.
  - providing them with information about their children (with due regard to the child's desire for confidentiality).



- providing them with information about educational and occupational opportunities and requirements and about counseling programs and related guidance services available to them and their children.

- assisting them to develop realistic perceptions of their children's development in relation to their potentialities.

8. He serves as a consultant to members of the administrative and teaching staffs in the area of guidance by:

- sharing appropriate individual pupil data with them (again with due regard for the pupil's desire for confidentiality).
- helping them identify pupils with special needs and problems.
- participating in the in-service training programs.
- assisting teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.

9. He conducts or cooperates with others in conducting local research related to pupil needs and how well school services are meeting those needs by:

- contacting graduates and dropouts.
- comparing scholastic aptitudes with achievement, selection of courses of study, and post high school experiences.
- studying occupational trends in the community.
- evaluating the school's counseling and guidance services.

10. He carries out a program of public relations by:

- participating in programs of various community groups.
- furnishing information regarding the counseling and guidance programs to local publishers, radio and TV stations.





## THE ROLE OF THE SECONDARY SCHOOL COUNSELLOR

C. Gilbert Wrenn (1962)

. . . the professional job description of a school counselor specify that he perform four major functions: (a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time, in either elementary or high school, should be committed to the first two of these functions. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule.



## A P P E N D I X   C



LETTER TO MEMBERS OF PANEL OF COUNSELLING EXPERTS

Find enclosed two role definition sheets and a copy of the 50-item questionnaire used in my study.

1. Please do each role definition sheet separately.
2. The role definition sheet consists of:
  - (a) a description of counsellor functions as set out by a particular authority.
  - (b) space to fill in the numbers of questionnaire items that are exemplars of each counsellor function.
  - (c) space at the bottom to list the numbers of questionnaire items that are not exemplars of the described counsellor functions.
3. Please study each item on the questionnaire and place its number in the appropriate space (ie. space for exemplars or space for non-exemplars) on each role definition sheet.
4. A self-addressed envelope is enclosed for your convenience in returning the completed role definition sheet.

Thank you for your concern and cooperation.



## ROLE DEFINITION SHEET ONE

The Role of the Secondary School Counsellor by American School Counsellors Association. (1964)

Also adopted by the A.T.A. Guidance Council in their submission to the Commission on Educational Planning.

Counsellor Role	Questionnaire items that are exemplars of this particular counsellor function
1. He helps to plan and develop the guidance program and the curriculum in relation to the needs of pupils.	
2. Through the counseling relationship, he helps each pupil to: --understand himself in relation to the social and psychological world in which he lives. --accept himself as he is. --develop personal decision-making competencies. --resolve special problems.	
3. He assumes the role of leader and consultant in the school's program of pupil appraisal by: --coordinating the accumulation and use of meaningful information about each pupil. --interpreting information about pupils to them, to their parents, to teachers, and to others who are professionally concerned. --helping to identify pupils with special abilities or needs.	
4. He collects and disseminates to pupils and their parents information concerning: --school offerings. --opportunities for further education. --careers and career training opportunities.	
5. He coordinates the use of services available beyond those he can provide by: --making pupils and their parents aware of the availability of such services.	





Counsellor Role	Questionnaire items that are exemplars of this particular counsellor function
<p>5. continued</p> <ul style="list-style-type: none"> <li>--making appropriate referrals.</li> <li>--maintaining liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community where special services are available.</li> <li>--encouraging the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.</li> </ul>	
<p>6. He assists in providing placement services for pupils by:</p> <ul style="list-style-type: none"> <li>--planning with teachers and administrators for the grouping and scheduling of pupils.</li> <li>--helping pupils make appropriate choices of school programs and develop long-range plans of study.</li> <li>--helping them make the transition from one school level to another, from one school to another and from school employment successfully.</li> <li>--coordinating his placement work with others for the most effective use of the placement services available in the school and the community.</li> </ul>	
<p>7. He helps parents by:</p> <ul style="list-style-type: none"> <li>--acting as a consultant to them regarding the growth and development of their children.</li> <li>--providing them with information about their children (with due regard to the child's desire for confidentiality).</li> <li>--providing them with information about educational and occupational opportunities and requirements and about counseling programs and related guidance services available to them and their children.</li> <li>--assisting them to develop realistic perceptions of their children's development in relation to their potentialities.</li> </ul>	



Counsellor Role	Questionnaire items that are exemplars of this particular counsellor function
<p>8. He serves as a consultant to members of the administrative and teaching staffs in the area of guidance by:</p> <ul style="list-style-type: none"> <li>--sharing appropriate individual pupil data with them (again with due regard for the pupil's desire for confidentiality).</li> <li>--helping them to identify pupils with special needs and problems.</li> <li>--participating in the in-service training programs.</li> <li>--assisting teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.</li> </ul>	
<p>9. He conducts or cooperates with others in conducting local research related to pupil needs and how well school services are meeting those needs by:</p> <ul style="list-style-type: none"> <li>--contacting graduates and dropouts.</li> <li>--comparing scholastic aptitudes with achievement, selection of courses of study, and post high school experiences.</li> <li>--studying occupational trends in the community.</li> <li>--evaluating the school's counseling and guidance services.</li> </ul>	
<p>10. He carries out a program of public relations by:</p> <ul style="list-style-type: none"> <li>--participating in programs of various community groups.</li> <li>--furnishing information regarding the counseling and guidance programs to local publishers, radio and TV stations.</li> </ul>	

List questionnaire item numbers that do not fit any of the above listed counsellor functions.

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## ROLE DEFINITION SHEET TWO

School Counsellor's Role as recommended by C. Gilbert Wrenn. (1962)

Counsellor Role	Questionnaire items that are exemplars of this particular counsellor function.
1. Counsel with students	
2. Consult with teachers, administrators, and parents as they in turn deal with students	
3. Study the changing facts about the student population and interpret what is found to school committees and administrators	
4. Coordinate counseling resources in school and between school and community.	

List questionnaire item numbers that do not fit any of the above listed counsellor function.

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PANEL OF COUNSELLING EXPERT'S RESPONSES  
TO ROLE DEFINITION SHEET ONE AND TWO

PART I

Item	A.S.C.A. Counsellor Role Number	Reaction Of Panel					Item	A.S.C.A. Counsellor Role Number	Reaction Of Panel				
		A	B	C	D	E			A	B	C	D	E
1	1	x	x	x	x	x	29	3	x	x	x	x	x
2	10		x	x	x		30	6	x	x	x	x	x
3	1	x	x	x	x		31	8		x	x	x	x
4	1	x		x	x	x	32	9	x	x	x	x	x
5	non-counselling function	x	x	x		x	33	non-counselling function	x	x	x	x	x
6	8	x		x	x	x	34	non-counselling function	x	x	x	x	x
7	8	x			x	x	35	10	x	x	x	x	x
8	5	x	x	x	x	x	36	9	x	x	x	x	x
9	2	x	x	x	x	x	37	6	x	x	x		x
10	4		x	x	x		38	non-counselling function	x	x	x	x	x
11	2	x		x	x		39	6	x		x		x
12	2	x		x	x	x	40	4	x	x	x	x	
13	4		x	x	x	x	41	4	x		x	x	x
14	8			x	x	x	42	non-counselling function	x		x	x	x
15	4	x	x	x	x	x	43	non-counselling function	x		x	x	
16	8	x		x	x	x	44	non-counselling function	x		x	x	
17	non-counselling function	x	x	x	x	x	45	non-counselling function	x	x	x		
18	2	x		x		x	46	non-counselling function	x	x	x		
19	3			x	x	x	47	1	x	x			x
20	3	x		x	x	x	48	7	x	x	x	x	x
21	5	x	x	x	x	x	49	6	x		x	x	x
22	2	x	x	x	x	x	50	3	x	x	x	x	x
23	2	x	x	x	x	x							
24	6	x	x	x		x							
25	2	x			x	x							
26	2	x	x	x	x	x							
27	3	x		x	x	x							
28	3	x	x	x	x	x							





## PART II

Item	Wrenn Counsellor Role Number	Reaction Of Panel					Item	Wrenn Counsellor Role Number	Reaction Of Panel				
		A	B	C	D	E			A	B	C	D	E
1	2			x	x	x	30	1	x	x		x	x
2	4	x	x		x		31	2	x	x	x	x	x
3	4	x		x	x		32	3	x		x	x	x
4	4	x		x	x		33	non-counsellor function					
5	non-counsellor function	x	x	x	x	x	34	non-counsellor function	x	x	x	x	x
6	2	x	x	x	x	x			x	x	x	x	x
7	2	x		x	x	x	35	4	x		x	x	x
8	4	x		x	x	x	36	4	x	x	x	x	x
9	1	x	x	x	x	x	37	2	x	x	x	x	x
10	1	x	x	x	x	x	38	non-counsellor function					
11	1	x	x	x	x	x			x	x	x	x	x
12	1	x	x	x	x	x	39	4	x		x		x
13	1	x	x	x	x	x	40	2	x	x			x
14	2	x	x	x	x	x	41	non-counsellor function	x		x	x	x
15	1	x	x	x	x		42	non-counsellor function					
16	2	x	x	x	x	x			x	x	x	x	x
17	non-counsellor function	x	x	x	x	x	43	non-counsellor function	x	x	x	x	x
18	1	x	x	x	x	x	44	non-counsellor function	x	x	x	x	x
19	2		x		x	x	45	non-counsellor function	x	x	x	x	x
20	2			x	x	x			x	x	x	x	x
21	4	x	x	x	x	x	46	non-counsellor function	x	x	x	x	x
22	1	x	x	x	x	x			x	x	x	x	x
23	1	x	x	x	x	x	47	2			x	x	x
24	1	x	x	x	x	x	48	2	x		x	x	x
25	1	x	x			x	49	1	x	x	x	x	x
26	1	x	x	x	x	x	50	1	x	x	x		x
27	1	x	x	x									
28	3	x	x		x								
29	2	x	x			x							



## A P P E N D I X D



LOCATION IN ALBERTANAME OF SCHOOL

Altario	Altario High School
Ardrossan	Ardrossan High School
Athabasca	Edwin Parr Composite High School
Banff	Banff High School
Barrhead	Barrhead Senior High School
Bowden	Bowden High School
Brooks	Brooks High School
Calgary	Bishop Grandin High School
	Bowness Composite High School
	Central Memorial High School
	Crescent Heights High School
	Ernest Manning High School
	Henry Wise Wood High School
	James Fowler High School
	Lord Beaverbrook High School
	Queen Elizabeth High School
	Sir Winston Churchill High School
	St. Francis High School
	St. Mary's High School
	Viscount Bennett High School
	Western Canada High School
	William Aberhart High School
Camrose	Camrose Composite High School
Carstairs	Carstairs High School
Chestermere	Chestermere High School



LOCATION IN ALBERTANAME OF SCHOOL

Coaldale	Kate Andrews High School
Coleman	Crowsnest Cons. High School
Cremona	Cremona High School
Delburne	Delburne High School
Didsbury	Didsbury High School
Donnelly	Donnelly High School
Drayton Valley	Frank Maddock High School
Drumheller	Drumheller Composite High School
Edmonton	Archbishop MacDonald High School
	Archbishop O'Leary High School
	Austin O'Brien High School
	Bonnie Doon Composite High School
	Cartier McGee High School
	Eastglen Composite High School
	Harry Ainlay Composite High School
	Jasper Place Composite High School
	McNally Composite High School
	M E Lazerte Composite High School
	Queen Elizabeth Composite High School
	Ross Sheppard Composite High School
	St. Francis Xavier High School
	St. Joseph Composite High School
	St. Mary High School
	Strathcona Composite High School
	Victoria Composite High School
	W. P. Wagner High School





<u>LOCATION IN ALBERTA</u>	<u>NAME OF SCHOOL</u>
Edgerton	Edgerton High School
Evansburg	Evansburg Jr. - Sr. High School
Fort Saskatchewan	Fort Saskatchewan High School
Grand Centre	Grand Centre High School
Grande Prairie	Grande Prairie Composite High School
Grimshaw	Grimshaw High School
High Prairie	E. W. Pratt High School
High River	Senator Riley High School
Hinton	Harry Collinge High School
Innisfail	Innisfail High School
Lacombe	Lacombe Composite High School
Lamont	Lamont High School
Leduc	Leduc Senior High School
Lethbridge	Catholic Central High School
	Lethbridge Collegiate Institute
	Winston Churchill High School
Lloydminster	Lloydminster High School
Medicine Hat	McCoy High School
	Medicine Hat High School
Medley	Beaver River High School
Olds	Olds High School
Peace River	Peace River High School
Picture Butte	Picture Butte High School
Ponoka	Ponoka Senior High School
Raymond	Raymond High School



LOCATION IN ALBERTANAME OF SCHOOL

Red Deer	Camille J. Lerouge
Rocky Mtn. House	Rocky Mtn. House High School
Sherwood Park	Salisbury Composite High School
Slave Lake	E.G. Wahlstrom
Springbank	Springbank High School
Stettler	W. E. Hay Composite High School
Stony Plain	Memorial Composite High School
St. Albert	Paul Kane High School
	St. Albert High School
St. Paul	St. Paul High School
Sundre	Sundre High School
Trochu	Trochu Valley High School
Turner Valley	Turner Valley High School
Vegreville	Vegreville Composite High School
Vermilion	J. R. Robson High School
Westlock	Westlock Senior High School
Wetaskiwin	Wetaskiwin Composite High School



## APPENDIX E



TABLE A

Numerical Distribution of the Counsellor's Responses for each of the fifty role statements in terms of Acceptance, Implementation and Importance

Item	Acceptance Response Categories					Implementation Response Categories					Importance Response Categories		
	1	2	3	4	5	1	2	3	4	5	1	2	3
1	3	7	53	8	4	16	21	26	9	3	10	31	34
2	4	1	8	22	40	9	6	29	17	14	9	24	42
3	4	1	7	24	39	4	7	18	24	22	9	18	48
4	3	--	8	20	44	5	10	23	24	13	4	21	50
5	45	22	6	--	2	30	7	15	7	16	29	23	23
6	4	5	25	26	15	27	22	20	3	3	13	35	27
7	2	3	22	28	20	10	16	32	14	3	8	27	40
8	2	1	3	34	35	3	4	20	30	18	2	16	57
9	2	1	13	28	31	2	--	15	32	26	4	8	63
10	1	2	29	23	20	2	2	17	17	37	4	22	49
11	2	--	16	37	20	3	3	17	32	20	5	21	49
12	2	--	6	37	30	2	--	12	31	30	4	9	62
13	1	--	4	36	34	1	--	8	23	43	1	16	58
14	2	--	3	33	37	2	1	9	32	31	3	16	56
15	1	--	12	38	24	1	1	18	28	27	1	27	47
16	5	6	28	24	12	14	21	26	9	5	15	40	20
17	47	11	15	1	1	35	12	15	5	8	53	13	9
18	2	1	2	12	58	2	--	2	13	58	4	--	71
19	10	10	22	17	16	9	6	20	20	20	18	31	26
20	2	4	12	21	36	4	5	16	19	31	6	18	51
21	2	--	2	24	47	3	3	13	20	36	2	13	60
22	1	2	43	19	10	4	13	35	19	4	7	43	25
23	1	2	25	31	16	2	4	32	26	11	5	35	35
24	6	3	40	18	8	6	12	40	9	8	23	41	11
25	1	7	41	18	8	3	13	38	17	4	8	42	25





TABLE A

Numerical Distribution of the Counsellor's Responses for each of the fifty role statements in terms of Acceptance, Implementation and Importance

Item	Acceptance Response Categories					Implementation Response Categories					Importance Response Categories		
	1	2	3	4	5	1	2	3	4	5	1	2	3
26	2	1	23	32	17	4	3	37	20	11	4	32	39
27	7	4	6	12	46	11	6	17	11	30	20	20	35
28	2	1	10	20	42	4	7	15	13	36	14	33	28
29	2	1	25	29	18	3	5	24	28	15	4	35	36
30	3	2	26	33	11	5	5	24	25	16	6	38	31
31	3	--	13	40	19	5	6	28	26	10	2	33	40
32	8	2	34	23	8	13	22	21	17	2	23	32	20
33	58	7	7	1	2	53	6	8	3	5	51	13	11
34	14	7	46	6	2	15	6	34	13	7	36	31	8
35	3	--	21	21	30	9	9	34	13	10	12	35	28
36	2	--	9	27	37	6	18	20	22	9	8	34	33
37	2	1	16	41	15	7	3	19	28	18	6	33	36
38	58	8	6	1	2	50	12	7	1	5	46	15	14
39	3	1	33	29	9	5	4	23	28	15	10	44	21
40	2	4	15	30	24	3	3	21	19	29	7	29	39
41	7	10	32	18	8	33	11	13	8	10	33	31	11
42	29	23	17	3	3	34	17	14	7	3	51	17	7
43	6	7	25	25	12	8	5	18	20	24	10	35	30
44	19	11	19	22	4	26	10	20	13	6	24	30	21
45	33	13	20	7	2	39	11	15	6	4	35	27	13
46	34	10	16	12	3	39	10	12	8	6	41	23	11
47	5	2	14	18	36	14	7	19	18	17	24	25	26
48	2	--	8	37	28	3	1	23	32	16	3	19	53
49	5	--	10	33	27	5	13	15	21	21	11	21	43
50	2	--	2	15	56	6	3	11	23	32	5	23	47



TABLE B

Numerical Distribution of the Principal's Responses for each of the fifty role statements in terms of Acceptance, Implementation and Importance

Item	Acceptance Response Categories					Implementation Response Categories					Importance Response Categories		
	1	2	3	4	5	1	2	3	4	5	1	2	3
1	6	11	44	10	5	14	17	25	14	6	18	36	22
2	2	4	10	31	29	11	13	23	19	10	18	29	29
3	3	2	15	24	32	5	9	19	23	20	5	32	39
4	1	1	9	27	38	3	9	27	23	14	6	21	49
5	31	15	21	3	6	27	8	16	9	16	30	29	17
6	7	8	27	22	12	22	25	22	6	1	21	33	22
7	4	2	23	30	17	3	16	30	22	5	5	39	32
8	3	--	8	31	34	2	4	20	33	17	3	24	49
9	2	--	15	32	27	1	3	15	39	18	2	14	60
10	1	3	28	29	15	1	2	24	27	22	7	28	41
11	1	1	21	36	17	1	1	31	26	17	6	33	37
12	1	1	13	27	34	1	3	15	31	26	5	19	52
13	1	--	7	38	30	1	1	10	33	31	3	22	51
14	1	1	7	31	36	1	2	17	30	26	4	15	57
15	1	--	15	36	24	1	2	16	35	22	5	33	38
16	6	19	34	13	4	10	25	29	10	2	25	40	11
17	45	12	13	5	1	43	14	13	--	6	55	15	6
18	1	--	12	12	51	2	--	7	23	44	4	18	54
19	8	5	16	24	23	9	4	20	20	23	12	27	37
20	6	7	11	26	26	6	4	15	28	23	13	24	39
21	2	--	3	32	39	1	3	16	32	24	5	29	42
22	6	10	40	12	8	6	20	33	15	2	26	42	8
23	1	6	36	22	11	3	9	34	21	9	11	45	20
24	5	10	25	30	6	4	23	20	21	8	26	35	15
25	7	10	37	16	6	8	20	26	18	4	20	30	26



TABLE B

Numerical Distribution of the Principal's Responses for each of the fifty role statements in terms of Acceptance, Implementation and Importance

Item	Acceptance Response Categories					Implementation Response Categories					Importance Response Categories		
	1	2	3	4	5	1	2	3	4	5	1	2	3
26	1	10	33	23	9	1	21	30	20	4	11	49	16
27	4	1	9	21	41	5	8	18	15	30	16	23	37
28	4	3	6	19	44	6	7	15	23	25	16	26	34
29	1	1	19	30	25	1	7	25	32	11	6	25	45
30	2	5	33	32	4	2	8	29	27	10	11	32	33
31	2	4	21	37	12	3	10	31	24	8	10	35	31
32	8	13	25	26	4	17	18	25	12	4	24	41	11
33	57	12	5	--	2	57	7	8	--	4	58	12	6
34	14	15	39	5	3	16	17	26	12	5	33	32	11
35	3	4	30	31	8	8	16	35	14	3	15	46	15
36	2	6	15	28	25	10	18	27	10	11	18	36	22
37	3	3	11	37	22	1	4	27	30	14	6	33	37
38	54	11	9	2	--	49	10	8	3	6	54	12	10
39	3	6	32	26	9	4	9	28	27	8	17	41	18
40	8	--	8	30	30	8	7	17	27	17	12	28	36
41	10	11	24	23	8	34	8	18	10	6	29	38	9
42	34	20	13	6	3	40	10	15	7	4	53	18	5
43	5	8	18	32	13	6	8	15	26	21	13	27	36
44	16	7	21	26	6	25	7	23	14	7	26	28	22
45	33	6	21	12	4	42	9	13	8	4	30	24	22
46	34	9	17	14	2	44	6	14	7	5	36	20	20
47	2	6	14	15	39	8	10	22	18	18	19	32	25
48	1	--	15	38	22	3	6	27	31	9	6	30	40
49	--	5	15	34	22	4	17	21	18	16	7	38	31
50	3	1	3	20	49	3	11	17	26	19	12	23	41





TABLE C

Numerical Distribution of the Teacher's Responses for each of the fifty role statements in terms of Acceptance, Implementation and Importance

Item	Acceptance Response Categories					Implementation Response Categories					Importance Response Categories		
	1	2	3	4	5	1	2	3	4	5	1	2	3
1	5	10	41	9	4	12	22	26	5	4	17	28	24
2	2	1	12	22	32	12	15	22	14	6	13	28	28
3	3	3	10	32	21	4	14	27	18	6	9	23	37
4	2	3	4	26	34	6	14	24	23	2	8	24	37
5	23	17	22	4	3	26	8	18	6	11	29	24	16
6	8	4	23	19	15	37	14	15	1	2	14	35	20
7	--	2	29	26	12	6	16	26	14	7	4	35	30
8	--	--	7	30	32	1	5	25	23	15	3	17	49
9	--	1	23	24	21	3	6	27	17	16	2	19	48
10	1	2	28	28	10	2	5	20	25	17	4	20	45
11	2	1	24	32	10	1	9	22	21	16	6	24	39
12	--	1	18	31	19	2	5	23	21	18	5	20	44
13	3	--	8	40	18	1	2	11	34	21	4	26	39
14	--	1	6	29	33	2	9	21	20	17	2	16	51
15	1	1	8	40	19	--	4	22	26	17	5	29	35
16	13	9	18	22	7	31	18	16	2	2	34	28	7
17	42	14	13	--	--	44	12	7	2	4	59	7	3
18	1	1	10	18	39	1	1	7	20	40	4	12	53
19	3	2	14	24	26	5	6	17	24	17	14	29	26
20	4	3	13	19	30	8	6	18	16	21	9	18	42
21	--	1	5	24	39	1	6	20	21	21	4	18	47
22	6	10	32	14	7	9	21	28	8	3	23	32	14
23	1	4	36	23	5	4	10	35	13	7	14	33	22
24	13	5	20	17	14	13	12	20	19	5	33	27	9
25	8	10	37	13	1	11	18	33	3	4	17	34	18





TABLE C

Numerical Distribution of the Teacher's Responses for each of the fifty role statements in terms of Acceptance, Implementation and Importance

Item	Acceptance Response Categories					Implementation Response Categories					Importance Response Categories		
	1	2	3	4	5	1	2	3	4	5	1	2	3
26	6	2	28	26	7	7	14	29	16	3	16	35	18
27	1	3	6	19	40	4	6	19	17	23	18	33	18
28	3	--	8	21	37	7	6	19	14	23	19	32	18
29	1	1	29	32	6	4	7	33	16	9	4	29	36
30	2	2	37	19	9	6	9	31	12	11	16	31	22
31	3	2	26	30	8	10	18	26	11	4	9	33	27
32	10	10	21	21	7	25	16	20	4	4	37	24	8
33	45	12	9	1	2	47	10	9	1	2	53	11	5
34	9	11	42	5	2	10	12	36	9	2	35	28	6
35	1	3	16	33	16	14	14	27	9	5	27	33	9
36	2	1	10	22	34	11	16	26	11	5	17	34	18
37	1	1	17	33	17	4	10	24	20	11	7	32	30
38	41	10	14	3	1	38	12	15	1	3	47	17	5
39	4	4	34	22	5	5	10	32	17	5	23	37	9
40	--	3	11	31	24	5	6	16	25	17	13	41	15
41	6	5	27	18	13	29	12	12	5	11	27	33	9
42	18	13	29	6	3	30	14	16	4	5	46	18	5
43	4	6	30	17	12	9	9	25	7	19	17	33	19
44	15	5	24	16	9	23	6	27	6	7	30	26	13
45	35	5	15	8	6	42	9	13	3	2	42	18	9
46	42	6	15	2	4	42	7	16	2	2	44	16	9
47	3	2	11	15	38	11	11	25	10	12	28	31	10
48	--	3	18	32	16	2	17	31	14	5	5	33	31
49	3	6	12	30	18	15	17	18	12	7	20	32	17
50	--	--	8	12	49	4	17	22	17	9	13	25	31





**B29997**